



PACE in the Eighties...



Working Partnerships.

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To Friends and Colleagues of Pace University:

This report is a record of the achievements that working partnerships have made possible. It is a different kind of report, for it embraces not only a traditional account of past accomplishments for which an annual report is normally intended. It reports also the conclusions of a trustees' long-range plan that was two and a half years in preparation. Hence, this report will speak of achievements, and it will also speak of plans and expectations that the entire University shares — the trustees, donors, faculty and staff, alumni and students of Pace. (It speaks of partnerships past, present and future.)

The key elements in these partnerships are student concentration on achievement, faculty and staff dedication to excellence, trustee involvement, and business, professional and community support. These relationships have stimulated a number of exciting accomplishments in growth and quality for Pace. And, thanks to these partnerships, the future — despite population and economic concerns — is a promising one for the University.

Let me mention a few special accomplishments that may serve as evidence of the ways in which working partnerships help a University advance.

— The Graduate School of Business, while steadily improving its quality, has achieved the largest enrollment of any institution in the country granting MBA degrees.

— The pre-medical program has placed a higher percentage of its graduates in medical schools of their choice throughout the nation than most long-established pre-medical programs.

— The Lienhard School of Nursing has achieved accreditation by the National League of Nursing in all of its programs: associate, baccalaureate and masters.

— The School of Education continues to win renown for its fine reading program in the City of White Plains and, through its graduate program in Supervision and Administration, affects positively the management of many schools in the metropolitan area.

— Pace's Law School in the City of White Plains becomes increasingly important as more and more of its graduates enter major law firms in the metropolitan area, and its law seminars provide educational renewal for practicing professionals in Westchester and surrounding counties.

— On the athletic field, the Pace football team has won its Conference championship for the past two years.

— In the School of Continuing Education large numbers of mature men and women with varied professional, technical, and creative experience continue to enroll in the program that leads to the degree of Bachelor of Professional Studies.

— The Dyson College of Arts and Sciences continues to provide a strong basis in general education for all Pace degree students while continuing to receive recognition of foundations, honor societies and the National Endowment for the Humanities. In a specific area of accomplishment, the Dyson College Graduate program in School Psychology has grown in quality and numbers so that Pace graduates now practice as school psychologists in 15 states and pursue doctoral programs in 8 distinguished universities of the United States.

— Pace University achieved another important first in being granted authority to offer the degree of Doctor of Psychology.

— The University library collection has grown on all campuses and now exceeds 650,000 volumes.

— Lubin School of Business students continue to win distinction by receiving nationwide awards for their outstanding performance on annual CPA examinations, and the emergence of significant achievements by graduates in new academic areas of business, such as information systems.

These and many other achievements will be detailed at greater length in the pages that follow. I am proud to mention some of them even briefly because we believe strongly that these evidences of success have developed from the partnerships that embrace every segment of



the University as well as its benefactors in the community and in business.

This report is the story of an institution on the move, an institution which draws its strength from working partnerships. I hope you will find it interesting and informative.

Sincerely,

Edward J. Mortola
President

Signs of Growth at PACE

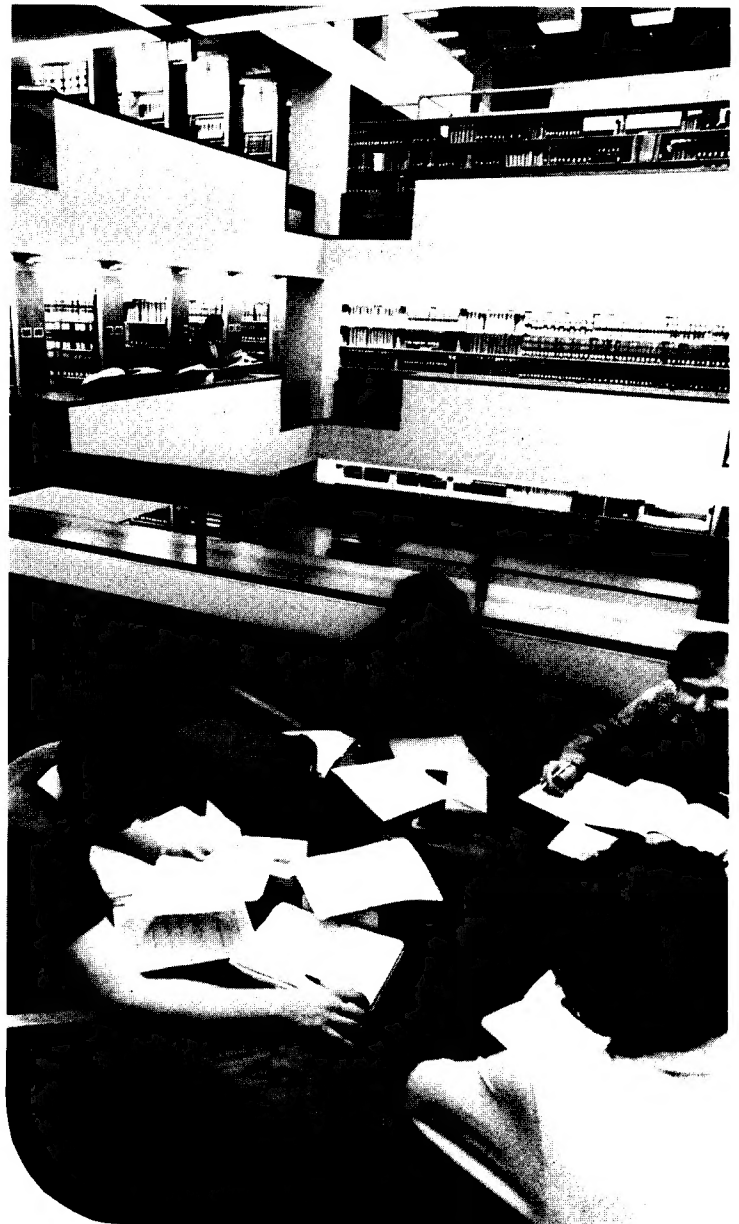
PACE UNIVERSITY:

- COMPREHENSIVE
- DIVERSIFIED
- INDEPENDENT

Most private colleges and universities find it difficult to grow in these times of economic pressure and demographic change. Sadly, many of them are treading water while hoping for better opportunities for growth. This makes the record of Pace University the more remarkable. Through good times and bad in higher education, we have continued to expand and diversify our services.

Our approach is simple: We know that society's need for practical academic training is not diminishing, but growing. We identify these changing needs around us in business, government and the professions. Then we devise innovative, flexible, student-centered means of fulfilling those needs well. This approach has carried Pace from a small institute of accounting, meeting in a few rooms, to a comprehensive university of eight undergraduate and graduate colleges serving 24,500 students in five urban and suburban locations.

Pace University will continue to grow, for there are emergent community needs still to be met. Our leaders, working in partnership with leaders in corporate, financial, governmental and professional settings, can continue to enlarge the value of Pace to the community in the 1980's.

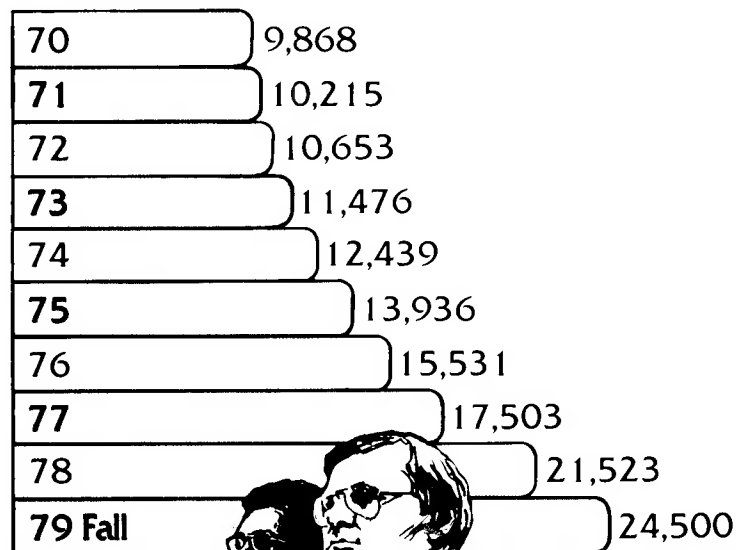


Library of the Joseph and Bessie Gerber Glass Law Center in White Plains, completed in 1979. The Pace Law School, which graduated its first class in 1979, now has more than 700 students. It already has been accredited by the American Bar Association.

The Pace University library system, now being cross-cataloged for efficiency, houses more than 650,000 volumes. Ten years ago, the number was 200,000.

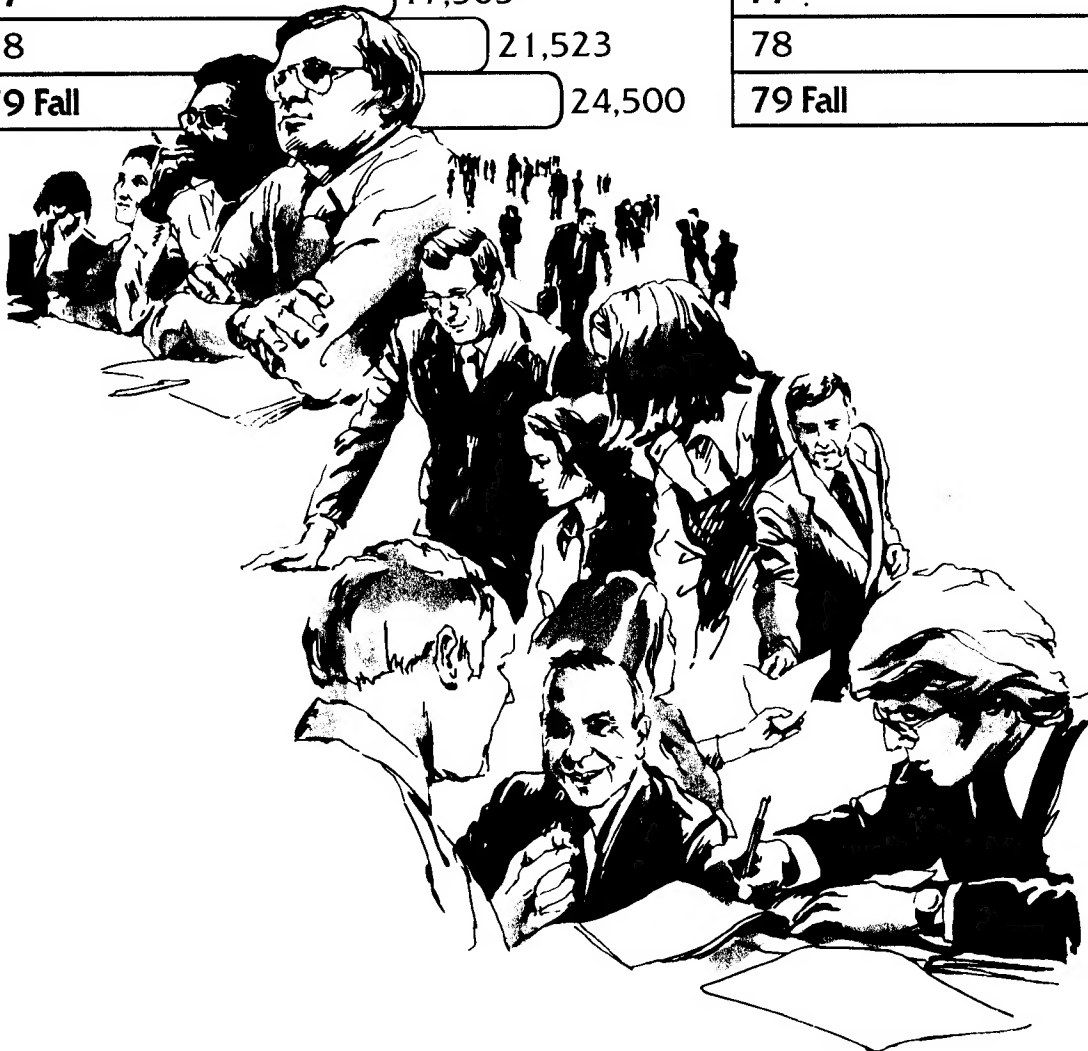
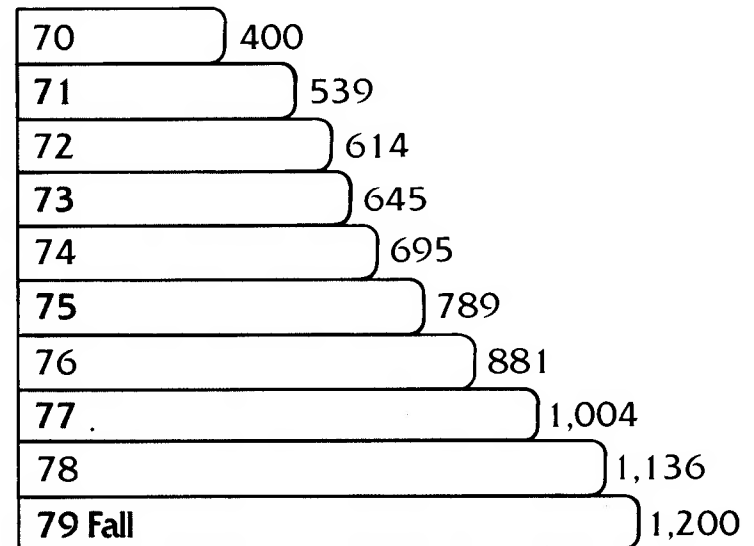
GROWTH IN ENROLLMENT ...

The number of students enrolled in Pace courses has more than doubled since 1970.



AND IN FACULTY ...

A similar increase, with advanced academic credentials rising year to year.



CAMPUSES AND LOCATIONS

New programs and increased enrollment call for expanded facilities. Pace University has provided for its needs through acquisition and construction. By now, the Civic Center campus, dedicated in 1970, is a landmark of the City Hall area of Manhattan. Nearby, the 22-story building at 150 Nassau St. and the 16 stories at 41 Park Row provide space for additional programs. All are used to capacity.

To serve the needs of learners working or living in mid-town Manhattan, Pace operates the Midtown Center at Fifth Avenue and 44th St. Almost 2,000 students pursue coursework there.

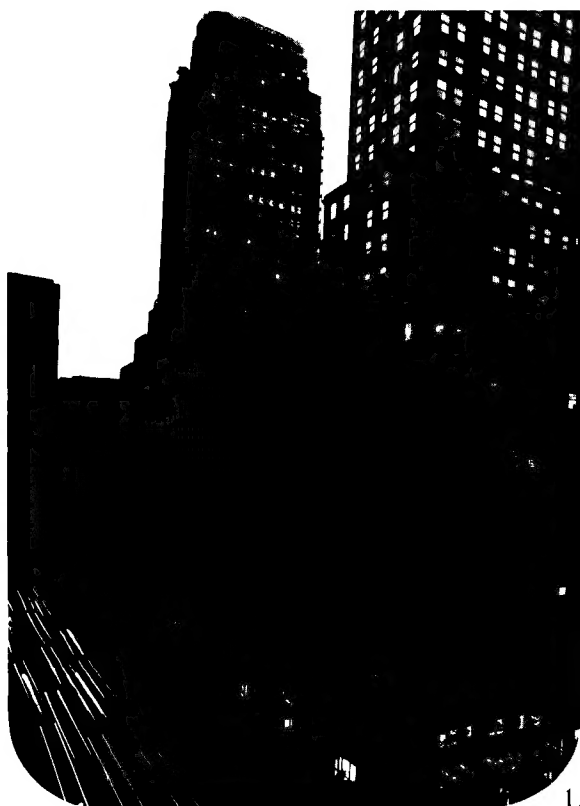
New York programs are coordinated with those offered at the Pleasantville-Briarcliff campus, built on 240 acres in Westchester County — and at the White Plains campus, added in a 1975 consolidation with The College of White Plains. Dormitory facilities for resident students are provided on all campuses, accommodating more than 1,600 residents.



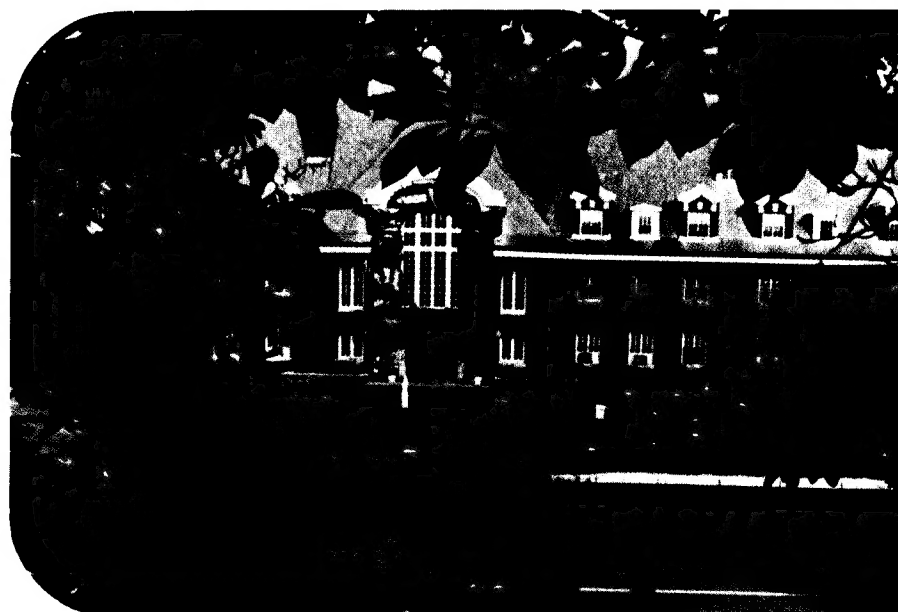
Above and below: Civic Center campus, Manhattan



Signs of Growth at PACE



1.



2.



3.



4.

1. Pace Midtown Center (fourth and sixth floors).
2. Dow Hall, Briarcliff.
3. Preston Hall, White Plains.
4. Campus Center, Pleasantville.

5.

Pace keeps students, faculty and alumni informed of good news about growth and accomplishment — and there is much to report. The growing stature of Pace has its foundation in thousands of relationships like the one below.

In an orientation book, Pace tells students: "Pace believes that you and the University be-

come a team, each a mirror for the accomplishments of the other. . . . Such interdependence creates a warm and shared experience that goes from classroom to Pub, from faculty office to tennis court, from Senate meeting to mixer, from career seminar to concert stage, and from campus to campus."



Annual P
Alumni Fund P
record o
me
Fall En
by Alan Caminiti
Spurred by dramatic increase
three campus
New York
Pat Tozzi
Establish
The family, frie
Marwick, Mitch
Peat, Marwick,
memorial fund

Signs of Growth at PACE

MED SCHOOL ACCEPTANCES RATE HIGH

Law Profs. Visiting China

Libraries Increase Holdings By 44%

University library system has added 44 per cent volumes by 44 per cent ago, according Henry Birr

Record Enrollment Spurred By Aggressive Recruiting

by Alan Caminiti
As Pace's enrollment continues to climb, higher every year, the offices on each campus to guide

for the Westchester that Pace

Pace Model U.N. Team Voted Best for 1979

unprecedented third year international M

Pace to Offer First Psy.D. Degree in New York State

Nursing Program Accredited By National League for Nursing

The Baccalaureate Degree Program in Nursing at Pace University has received accreditation for six years from the National League for Nursing. Notice of the decision came recently from the League's

New Campus Look for 1979-80

Students returning to classes this fall at Pace University will find several changes in the location of offices and services on the campus

Football Setters Clinch 1979 Met Title

Two Pace Biologists Recognized For Their Trypanosome Research

Faculty members of Pace New York's Biology department Haskins and his colleagues continue to receive recognition for their research

AN ERA OF EXPANSION

ENROLLMENT INCREASES AGAIN

enrollment has increased \$100,000 toward construction of a new building on the campus

Dean of the program has been nationally ranked

Donation Sets New Record

New M.P.A. Program Receives \$900,000 Grant

Graduate School of Business Receives Computer Grant

The Graduate School of Business has received a grant from Time Sharing Resources, Inc. to provide access to time-sharing computer facilities and extensive

School of Law Accredited By Bar Association

has been granted to the School of Law by the Bar Association. Dr. [Name] president of

Law School Plans First Commencement

Enrollment Is Highest Ever

Scholarship Funded at Pace

scholarship fund at Pace University has received a grant from the [Name] Foundation to establish

Pace Aiding Municipal Lawyers

A Municipal Law Resource Center (MLRC) has been established at Pace's School of Law at the White Plains campus. Principal lawyers in Westchester

Pace Confers Record Number of Degrees



Pace Institute lecture hall before 1910.
Ladies wore hats and sat up front.

Growing Since 1906... And Still Growing!

- 1906 • Charles A. and Homer S. Pace formed a partnership to conduct the New York Institute of Accountancy, later called Pace Institute. First class: four students. Expanded to many cities throughout the United States.
- 1910 • In New York, activities were moved to Hudson Terminal Building, 50 Church St.
- 1913 • Expansion required a move to 30 Church St.
- 1919 • First daytime classes were begun in response to the needs of returning veterans of World War I.
- 1927 • With further growth, yet another move, to the new Transportation Building, 225 Broadway.
- 1928 • First secretarial instruction, with many more business-related courses following in close succession. Increasing Liberal Arts emphasis.
- 1942 • The estate of Homer Pace generously surrendered to the institution all claim to the Institute's assets, paving the way to "college" status.
- 1947 • Pace Institute achieved non-profit status.
- 1948 • The New York State Board of Regents authorized Pace to confer the B.B.A. degree, and
- 1957 • Pace College was accredited by the Middle States Association of Colleges and Secondary Schools.
- 1958 • Pace College established a graduate division.
- 1962 • The College received a gift of 7 acres and buildings for a campus in Westchester County. Also, the Advisory Council was formed and the first Leaders in Management Awards were presented.
- 1963 • Groundbreaking, building and first classes in Pleasantville. The Graduate School was given full status as an organization within the College. There were 143 full-time and 265 part-time students. Over the next ten years on that campus, gifts and acquisitions produced a campus comprising a dozen major buildings on 200 acres.
- 1966 • Groundbreaking for the new Civic Center campus across from City Hall in Manhattan. Cost: \$17.5 million. The School of Education and School of Nursing were established.



Lecture hall, Civic Center campus, New York City, 1980.

- 1967 • Formation of the Edward Corsi Labor-Management Relations Institute.
- 1968 • Graduate programs were extended to Pleasantville. Also, an undergraduate Management program for disadvantaged youth was created with a grant from the Calder Foundation.
- 1970 • Opening of the Civic Center campus on City Hall Park; 450 students moved into the first dorms on the New York City campus. The Haskins Laboratories, conducting advanced research in biology, joined the College.
- 1972 • Establishment of the first doctoral program, Doctor of Professional Studies in Management.
- 1973 • Pace became a university, by action of the New York State Board of Regents. The Active Retirement Center was established with the appeal, "Retire to a University." The Graduate School of Nursing was transferred from New York Medical College to Pace University.
- 1974 • The Graduate Management Program for Women was initiated, with a grant from the Mellon Foundation. The Institute for Sub/Urban Governance was created through a grant from the Gannett Foundation. A grant from the Kenan Trust made possible awards for faculty research and development.
- 1975 • A consolidation agreement was announced by Pace University and The College of White Plains.
- 1976 • Groundbreaking for the Joseph and Bessie Gerber Glass Law Center, on the White Plains campus. The first students were enrolled in the Pace University School of Law, using modernized Preston Hall. Also, the Pace Midtown Center opened in Manhattan.
- 1977 • Pace University acquired the Briarcliff College campus in Westchester County.
- 1979 • Formation of the Campaign Leadership Committee for \$50 million capital development drive.
- 1980 • Pace University: eight schools, five locations, three campuses, 24,500 students, 1,200 faculty. Growing in size and excellence.

PACE and the Professions



▲ It shows in her face: the pleasure of fully-developed competence in a chosen profession. Pace nursing students receive clinical experience in more than 40 medical settings in the area.

► Psychological research in biofeedback. Pace was the first university authorized by the New York State Board of Regents to offer the Doctor of Psychology degree. The first specialty will be in School and Community Psychology.

erships

There is no higher calling or more demanding role for a university than to enable successive generations of students to develop the knowledge and skills necessary for lives of community and professional service. Nursing, law, education, psychology, accounting, science and public administration all have their basis, their continuity and progress in the academic setting. Pace University, interacting with the professional communities outside its walls, offers excellent preparatory and/or professional programs in all these fields.

Dyson College of Arts and Sciences, with some twenty units of specialty offered among the five Pace locations, spans undergraduate and graduate levels of training. It offers more different credit hours than any other school at Pace. As the locus of fundamental undergraduate courses, advanced programs and service courses for other Pace schools, Dyson College is the broad foundation of the liberal arts and sciences. The programs that prepare students for entry into advanced professional

▼ Whether the subject of study is a newborn or a computer, professional understanding may not always come easily. The Pace M.S. in Information Science emphasizes software engineering.



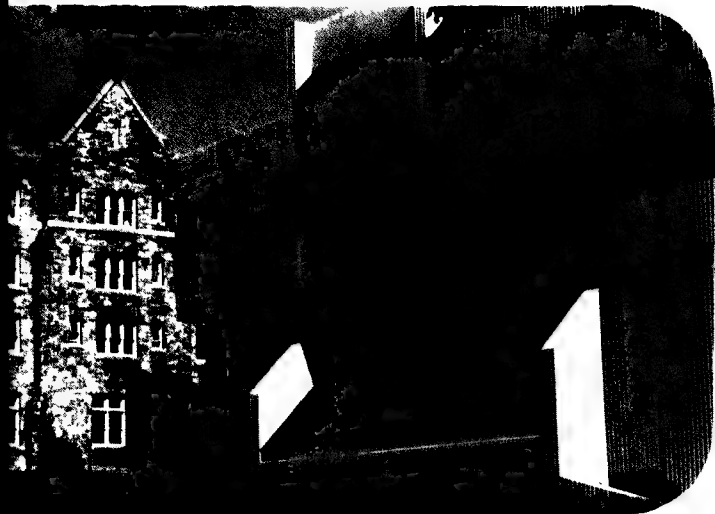
study of law and medicine (including veterinary medicine and dentistry) equip Pace students well for the competitive rigor required of them. For their benefit, Dyson College provides a successful mixture of knowledge, method, and academic career guidance.





Sometimes professional progress begins with a shovel. Here, Mrs. Bessie Gerber Glass breaks ground for the Law Center made possible by her gift. She seems to need no help from (left to right) Dr. Mortola, Governor Carey, Dean Robert Fleming, or Dr. Charles Dyson.

Below, the finished building provides a perspective on the striking contrasts of progress on the White Plains Campus. More than 700 students pursue the study of Law at the Center.



Beyond basic undergraduate programs, there are a number of opportunities for specialized training. The innovative Master of Public Administration program, the new Doctor of Psychology degree, and the respected course leading to the Master of Science in School Psychology or in Educational Administration and Supervision, all are examples of the diversification taking place in Dyson College and throughout Pace University. In a recent development, Dr. Charles Dyson endowed a special chair (the Edward J. Mortola Professorship) to focus study and research upon ethical behavior and values in public policy and professional life.

The School of Education trains teachers in all traditional curricular specialities, prepares administrators for their complex duties, and even runs special courses for classroom paraprofessionals. It has founded and run nursery schools on its New York and Pleasantville campuses.

The Lienhard School of Nursing continues to expand the range of baccalaureate and advanced program specialities. The Pace University School of Law, flourishing in its beautiful new facility in White Plains, is finding exciting points of interaction with other schools of Pace. Joint degree programs in Law and Business, for example, and the recently established Municipal Law Resource Center (White Plains) are receiving favorable recognition. The latter is the product of cooperation between the Law School and the Institute for Sub/Urban Governance (Pleasantville), which itself is a successful product of Pace innovation.

Working Partnerships

Throughout its period of rapid development, Pace has maintained broad and frequent contact with professionals who help to interpret the changing needs of their fields for new talents and trained individuals. With a sense of mission, and with energy and imagination, Pace University has responded.

► The Pace Little School in New York, a nursery school on a rooftop, provides a laboratory of a different sort.

▼ Chemistry, one element in the training that has enabled 90% of Pace University pre-meds to gain acceptance to medical schools of their choice.

► Dr. Seymour Hutner, Haskins Professor Emeritus of Biology, Haskins Laboratories. The lab has achieved recognition for the applications of protozoology in protein assay, researching the means to combat parasitic disease.



PACE and the World of Business

Business training has become a source of national and even international reputation for Pace University. The Pace approach, which began with one class of four accounting students almost 75 years ago, has diversified and grown precisely because the University defines itself literally as a working partner with American enterprise.

In 1980, some 6,570 students are enrolled in degree programs of the Lubin School of Business Administration. And the Graduate School of Business has 4,400 students, more than any other university granting the MBA in America! These numbers are the more remarkable in light of the fact that admission requirements and the rigor of Pace programs increase year to year.

What, then, is the special formula that has brought Pace to the forefront of business training? Not a formula at all, really, so much as an ability to anticipate changing needs and to innovate, bringing new programs to life at the right time. Pace leaders maintain close dialogue with effective managers in the public and private sectors, mapping the shifting complexities and emerging requirements of managerial success. Pace finds creative ways to meet those needs — defining new courses and sometimes new means of delivery. Con-

temporary problems of international business, for example, and the latest computer techniques in management have stimulated curricular responses at Pace. Always, there is an emphasis on the practical, the application of theory to the enhancement of day-to-day skills on the job. About 80% of the students in the Graduate School of Business hold full-time jobs.

Even in scheduling, Pace starts with the realities that face students. There are classes before work, after work, and during lunch hours, as needed. Classes meet on all Pace campuses, to be sure, but Pace also has pioneered a unique plan in which the Executive M.S. Program is taught right on the premises of AT&T.

The partnership between Pace University and the business community has produced exciting benefits to both. Pace-trained managers serve their employers well. Working executives join teaching ranks and advise in the creation of superb programs of training. Students in the classroom experience an atmosphere of diligence, variety and lively exchange. Often they comment on an intangible spirit that pervades teaching and learning. Given a name, it can be called the "spirit of professionalism."



OS



▲ The Lubin School offers major departmental areas of business specialization in Accounting, Finance and Management, Law, Marketing, Real Estate and Insurance, and Taxation. There is no better career-oriented Accounting program in the country. In the recent CPA examination, 55,000 candidates took the test across the country. The 65 who scored highest received the Sells Award. Two of these were from New York, and both were Pace students!

▲ In 1979-80, Pace has greatly accelerated its development of career counseling and placement services for business students. Experienced, full-time staff advise students and host meetings with recruiters. Faculty advisors devote time to helping students make good choices.

▼ The Graduate School of Business offers 18 programs of study leading to the master's degree.

▼ The Pace Graduate School of Business has responded creatively to the internationalization of American business. It has been active in establishing exchange programs with foreign schools. In 1980, ten students and eight professors from abroad are working at Pace under these programs. Brazilian students attend intensive English language classes in preparation for enrollment in demanding courses. Faculty members from Strathclyde University are back in their classrooms in Scotland after spending a summer in Pace graduate classes in New York and Westchester.



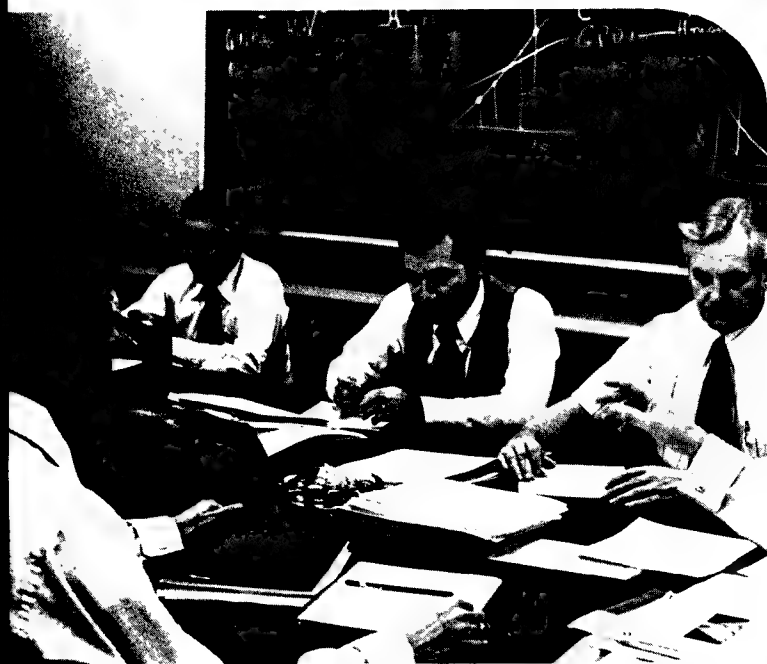


The Pace EXECUTIVE MBA PROGRAM is scheduled so that working managers can complete the MBA degree in 20 months. Candidates attend one full day of classes each week, alternating between Fridays and Saturdays.

To help these promising executives prepare for larger responsibility, Pace provides a kind of training not normally encountered on the job or in the university setting. Professors with practical management experience foster academic renewal in economics, financial planning, management theory, and the behavioral sciences as they affect management. No time is wasted. Even lunch time is used as learning time, in which distinguished lecturers are invited to speak.

The Executive MBA Program has demonstrated its value to more than 100 companies which have sponsored their employees at Pace. They include Citibank, General Foods, General Telephone and Electronics, Johnson & Johnson, Nabisco, Port Authority of New York and New Jersey, New York Telephone and Xerox.

- Some 36% of the graduate students of business are women. Five years ago, the comparable figure was 15%.
- Entering students in master's programs have an average of 7 years of business experience and, in the doctoral program, about 18 years.



DOIDS

The DOCTOR OF PROFESSIONAL STUDIES DEGREE program in Management is a Pace innovation which has no counterpart elsewhere. It is a special program to satisfy the needs of the experienced executive who holds an appropriate master's degree, but who seeks to broaden formal knowledge of management, organizations and changing patterns in society.

Each participant's sequence of study is tailored to his or her experience and needs. Seminars encourage executives to share experience and perspectives in the rigorous process of mastering modern theory and updating skills in the fundamental tools of business management.





The challenges and opportunities of business are global, and coursework in international business now is required for most students in the Graduate School of Business. Students and faculty are exchanged in a coordinated program with foreign universities. Here, Dean Bonaparte (right) of the Graduate School of Business, discusses plans with Dr. José Papa, Jr., President, Regional Council of SENAC, State of São Paulo, Brazil.

Below, Associate Dean William Welty confers with others in the delegation. (Welty, second from left). A stroll between Pace buildings on the Civic Center campus provides a reminder that Pace, with close proximity to City Hall and the Wall Street financial district, enjoys a unique and dynamic setting for the study of business.



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Economic, social and political change in the national and international spheres translates quickly into challenge for the world of business, as managers try to anticipate trends and respond to them effectively. The faculty of an institution like Pace University must remain at the forward point of theory, method, and practical knowledge — then bring energy and skill to the matter of helping students to learn. The success that Pace enjoys in business education starts here, with a dynamic, committed faculty.

- In the Graduate School of Business, full-time enrollment increased 18.4% in 1979.

- Thirty-one new faculty members have joined GSB in the last five years; 9 were appointed in 1979 alone.



PACE Faculty and Students

In size and diversity, Pace has crossed an intangible line during the last few years. It has become a large institution. Yet, by design it has avoided the least attractive aspects of its new status while exploiting fully the academic benefits that come with larger scale. Size has brought improved facilities and distinguished faculty. It has allowed the creation of excellent new programs of study. Yet, it is important to note that with growth Pace has not permitted itself to become impersonal.

The essential partnership that has contributed as much as any other to the growth of Pace University is the relationship between faculty and students. Pace attracts a special kind of student body. Special because it is varied, from recent high school graduates to mature business executives. Special because, more than in many student bodies, Pace students are sharply focused and motivated toward chosen careers in the "real world." Special because so many of them are earning their own way, and care so much to perform to their limits. They come here for business, law, science and pre-medical training, nursing education, or simply for the personal enrichment that supervised study can bring to adult life. They are distinguished by their attitude toward academic opportunity.

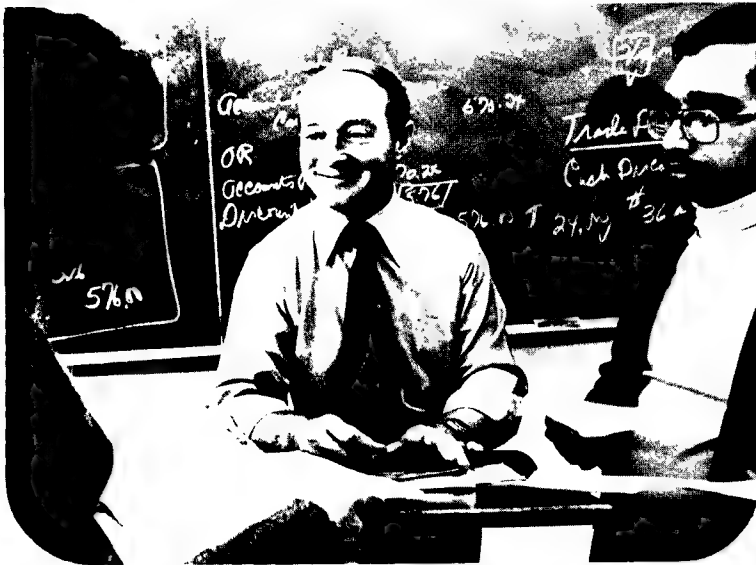
Pace faculty, some 1,200 strong, also bear a special attitude toward the 24,500 students in the University. They care about their students personally. The result is a partnership in which interaction is rich, and in which friendship and respect augment the teaching and learning process.



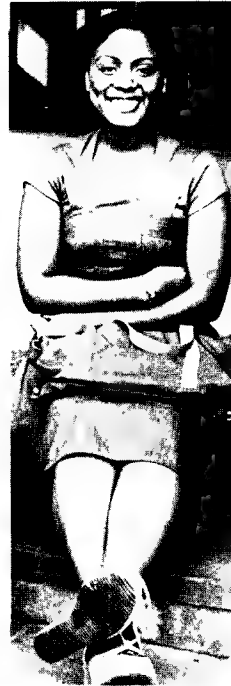
In the Dyson College of Arts and Sciences, there are about 160 full-time faculty (and 350 part-time) working in some twenty units of specialty in five locations. The student population has grown from 1,370 baccalaureate matriculants in 1976 to 1,750 in late 1979.



Working Partnerships



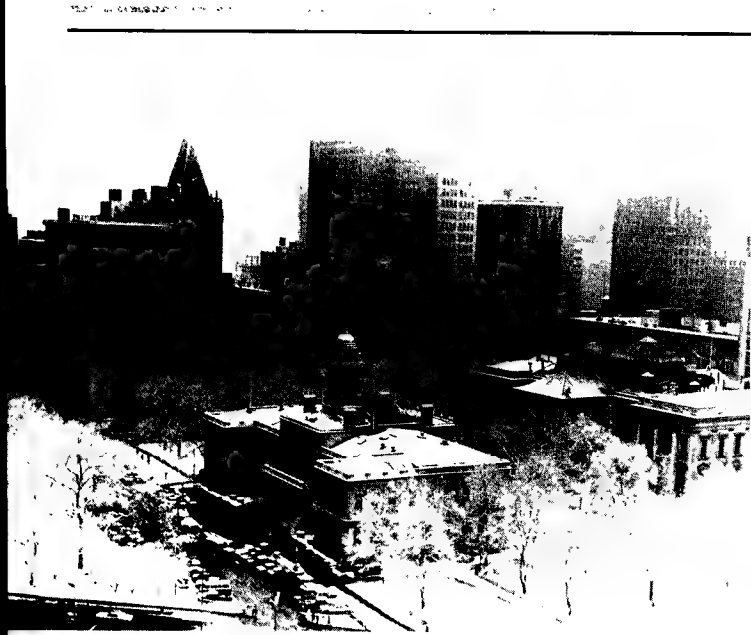
Pace students have distinguished themselves by producing published research in science, psychology and mathematics, creating fine documentary films, winning national debates and model UN competitions, publishing an award-winning student newspaper, and achieving a 90% acceptance rate to medical schools of their choice.



Number 1 carries for the number one team. Pace University won its conference championship in 1978 and 1979.



PACE and its Community



New York City Hall, directly across the street from the Civic Center campus, is close enough to allow public officials to participate in Pace programs easily.

Below, Mayor Koch speaks at an Economics conference at Pace. Among the other speakers, Theodore Kheel, labor mediator (seated at left).



Pace has been called "indigenous," and the description is an apt one. The institution took root and matured as an essential, harmonious element of the New York City and Westchester County communities. Pace University, perhaps more than most, remains attentive to the priorities of various constituencies — business institutions and public servants, educational and health care organizations, the legal community, the young and the more mature, non-traditional students who need a special introduction to university work, minority group students, and practicing professionals in need of academic renewal.

University College is a flexible response to students who enter coursework with special needs for orientation to academic work, or who need certain coursework but are not seeking degrees.

The Bachelor of Professional Studies Program gives Pace an organized means of working with employees who, with the cooperation of their employers, are ready to enhance skills related to their jobs.

The Challenge to Achievement at Pace Program provides opportunity to those who otherwise could not qualify for enrollment.

The Open Curriculum Program allows the very capable student to pursue a "customized" program, which often means avoiding coursework in areas he or she has already mastered.

◀ The Pace Active Retirement Center invites senior citizens to "retire to a university." Study and recreation can give new meaning to life for this segment of the community. Pace faculty and guest lecturers speak at weekly "Lunch and Learn" programs offered to the community at large.



Working for the Community

The Associate Degree Program provides opportunity for such cooperative relationships as the one that has developed between Pace and the National Council of Negro Women.

For lawyers, educators, nurses and public officials in New York and Westchester, there are special courses, seminars and conferences by which they may advance their skills. In Westchester County, the Institute for Sub/Urban Governance works with County government to provide professional meetings and archival resources to help local government to focus on issues pertinent to good public service. Further, it brings the attention of commerce, industry and the professions to the political realities and importance of local government.

From the White Plains campus, Pace reaches out to its community in a growing number of ways. An example is the Center for Religious Studies, which operates programs for students and members of the community who are interested in the study of religious values. The Center sponsors programs and speakers representing a wide range of religious thought.

There are programs of Continuing Legal Education designed by the Law School in White Plains, special learning experiences for practicing school administrators and supervisors, and a Reading Center that works cooperatively with the schools of New York and Westchester to promote better teaching and learning in this most basic subject for children.

► Under top-flight leadership, special programs open an entry point for minority and other students who might not otherwise qualify.

Indigenous, but not passive. Pace takes active part in bringing education to bear on the business of moving society forward. This partnership with New York City and with Westchester County is the value and strength of Pace University.



▲ The annual President's Reception (this one in Briarcliff) brings more than 1,100 faculty and friends of Pace University together in a festive atmosphere.



Financial Perspectives, 1970~1980

For all the expertise they represent in many fields, colleges and universities are not necessarily skillful managers of their own financial resources. Pace University has a record to demonstrate that it has performed well in this important matter.

The decade of the seventies, a time of growth for Pace in the midst of great financial challenge, may be regarded with pride by Pace administrators and supporters.

Consider the following facts about the last decade:

- NUMBER OF STUDENTS ENROLLED FOR CREDIT – INCREASED 96%.
- NUMBER OF STUDENT CREDIT HOURS DELIVERED – INCREASED 78%.

There has been a growing demand, then, for the University's services, a rate of growth

that might prove heart-warming for any institution. Pace University does depend on tuition and fees for 90% of its operating money. But, in the same period, growth has exceeded the increase in student revenues.

While the University has more than doubled its physical plant to accommodate its remarkable enrollment growth, it has remained sensitive to student needs, and has managed to contain required tuition increases to levels that have remained below or equal to increases in the Consumer Price Index. During the seventies, tuition fees increased 96%.

The University's operating budget increased 247%, but it has remained in balance. Physical facilities have been expanded to accommodate the growth in programs, so that plant values have climbed by \$36 million to a level of \$64 million.

With costs rising even faster than enrollment or tuition per credit hour during the

Increased Demand for Education at Pace, 1970-1980.

| | Credit Hours | Enrollment for Credit | Enrollment Total |
|-------|--------------|--------------------------|---------------------|
| 69-70 | 204,946 | 9,671 | 9,861 |
| 70-71 | 234,776 | 9,869 | 10,089 |
| 71-72 | 218,315 | 10,215 | 10,465 |
| 72-73 | 218,999 | 10,622 | 11,223 |
| 73-74 | 223,862 | 11,476 | 12,365 |
| 74-75 | 243,620 | 12,438 | 13,156 |
| 75-76 | 268,178 | 13,936 | 14,923 |
| 76-77 | 301,460 | 15,531 | 16,878 |
| 77-78 | 344,143 | 17,503 | 20,159 |
| 78-79 | 363,830 | 18,985 | 21,538 |

70-71

71-72

72-73

73-74

74-75

75-76

76-77

77-78

78-79

Increases in DemandCREDIT HOURS
Increase 78%STUDENTS FOR CREDIT
Increase 96%TOTAL ENROLLMENT
Increase 118%

PERCENT OF CHANGE

decade, Pace has been careful not to compromise quality of programming and instruction. Holding pay scales down, and/or reduc-

ing faculty are measures not consistent with Pace philosophy. The student-faculty ratio has been preserved, and the AAUP ranks Pace

University pay scales in the top 10%, as compared to other U.S. schools of similar size and academic offerings.

The logical reader, by now, may suspect that endowment is the instrument that has allowed Pace to remain successful. To be sure, there is a constant drive for endowment funds, and they have enabled some developments that could not have been considered otherwise. Still, ...

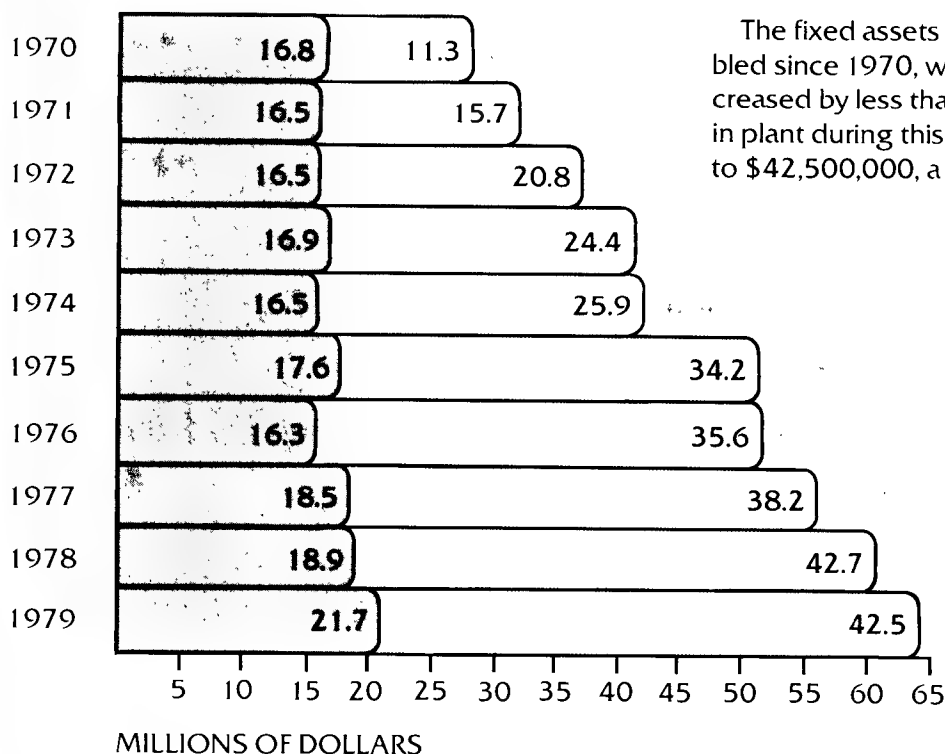
- ENDOWMENT REMAINS FAR TOO MOD-EST FOR A UNIVERSITY THIS SIZE — \$5.5 MILLION.

Well, then, perhaps the growth has been financed by borrowing. Not to a large extent. Pace borrows very selectively, and for projects that promise to deliver new educational capability immediately. Debt is not a substitute for good management and other forms of capital development, so in fact ...

- PACE LONG-TERM DEBT — INCREASED LESS THAN 29%, TO \$21.7 MILLION IN THE DECADE.

The last decade stands as testimony to good management of resources — increase in

Increase in Fixed Assets, 1970-1980



The fixed assets of the University have more than doubled since 1970, while long-term indebtedness has increased by less than 50%. The University's net investment in plant during this same period went from \$11,300,000 to \$42,500,000, a positive change of more than 275%.

□ Net Investment in Plant
□ Long-Term Indebtedness

Perspectives. 1970-1980



▲Team Effort: To maintain Pace University's record of growth and service requires diligence on the part of believers at all levels — administration and faculty, students

and alumni, volunteers and donors. Here, students and alums join forces for the annual Phone-a-thon, seeking contributions from alumni and friends.

enrollment, higher costs, preservation of quality, limited borrowing, and more than a doubling of fixed assets, the essential capability for future service.

Yes, there has been a powerful enabling force not yet mentioned. It is the confidence and generosity of institutions and individuals

in the community who have lent direct financial assistance to Pace University. This most concrete expression of partnership has made it possible for good management to return value in good measure to business, to the professions, and thereby to the community.

PACE UNIVERSITY—

Expanding educational service by professional management of resources.

A View of the Future

Pace University has invested much time in 1978 and 1979 to create a comprehensive ten-year plan. Here are excerpts:

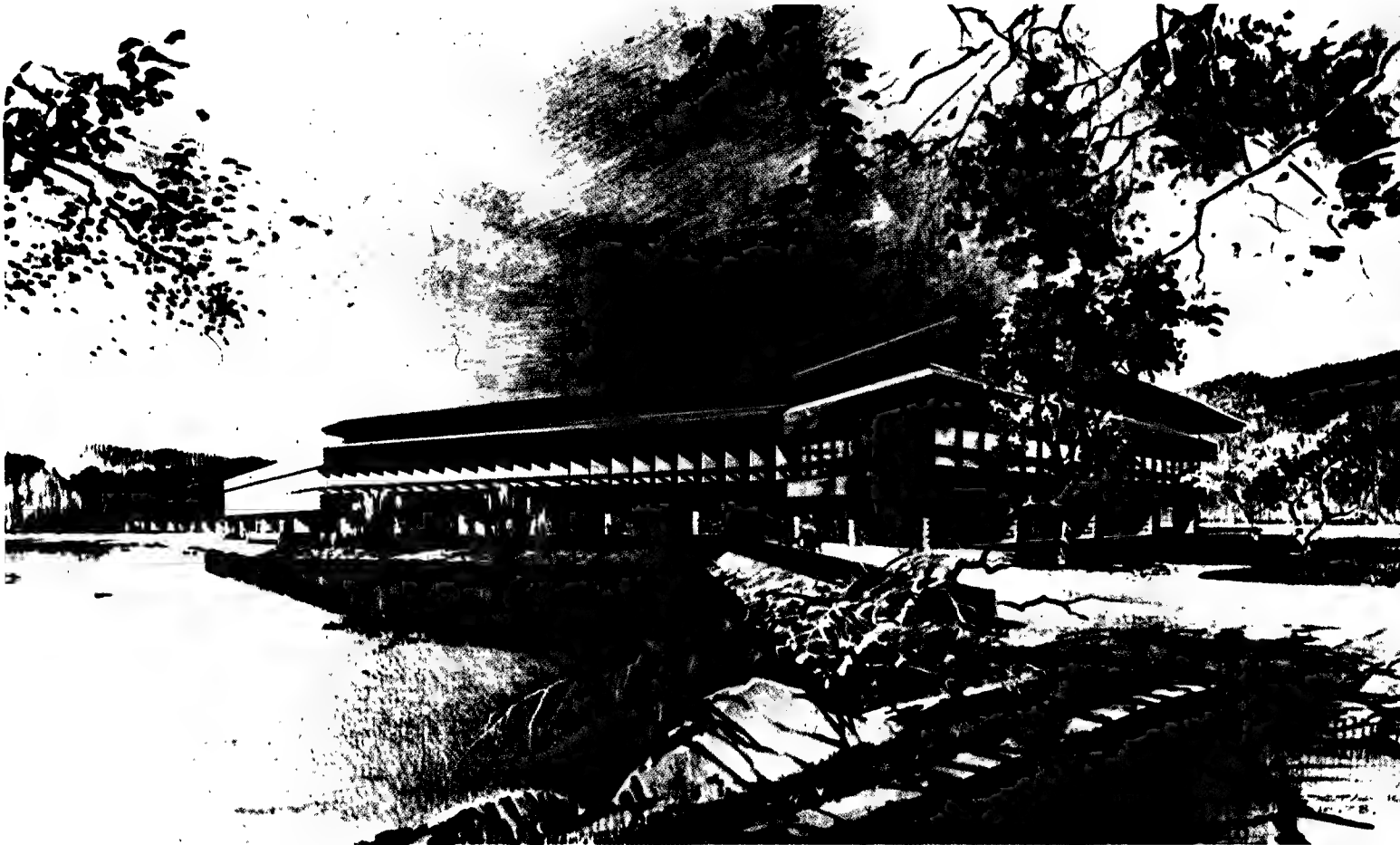
"No organization can overcome an obstacle it cannot identify or regularly achieve that which it cannot imagine in advance. . . . Higher quality is the persistent and overriding goal to which all facets of our long-range plan relate. At the same time, quality is a large part of the means to growth. We mean to improve and diversify academic programs, acquire and build needed facilities, attract the highest quality teachers, researchers and students, and increase the effectiveness of our fund raising and development programs. We believe that Pace University can continue to grow and prosper precisely to the extent that it provides better service. . . . In enrollment, Pace will grow from the present (1978-79 school year) 21,523 students to almost 29,000 by the year 1990. . . . Our academic programs will continue to cultivate the traditional strengths of Pace University in Business, Accounting and related subjects, while extending its capacities in the Liberal Arts. . . . We must provide our students with a basis of knowledge in the political, philosophical and economic spheres of their world, and at the same time nurture their talents in artistic, humanistic and scientific endeavors."

In the 1980's, Pace will increase its share of the local student market. The Graduate School of Business projects a 26% increase in credit hours; Lubin, 30%; Dyson, 21%. These increases will be achieved in an environment

of somewhat diminished total available student population.

FACILITIES AND STUDENT SERVICES: To improve our present service and to accommodate growth, Pace expects to take a number of steps. Libraries will grow, and the inter-library cooperative system will be completed. In New York, holdings will rise to 500,000 volumes in order to support academic diversification. This will require space, possibly in the form of an addition to the Civic Center building. Much-needed additional faculty offices would be included in any such project. There is need for a new library building in Pleasantville to house 300,000 volumes and, in blending human and bibliographical resources, to provide for faculty and administrative offices as well. The construction has been scheduled tentatively for 1983-85.

Special services such as those offered by Pace's University College for its 11,000 students in adult and continuing education will continue to develop. The Open Curriculum Program for gifted students will expand on all campuses. The Speech and Hearing Center and student counseling programs will expand. The Institute for Sub/Urban Governance (Pleasantville) will enrich its programs that are devoted to the continuous education of public officials, the Law School will develop its seminars, forums and research collections, and the Active Retirement Center will continue to enrich the lives of professionals who have become senior citizens. All this in addition to refining and expanding our offerings in graduate and undergraduate subjects for Liberal Arts, Business and the professions.

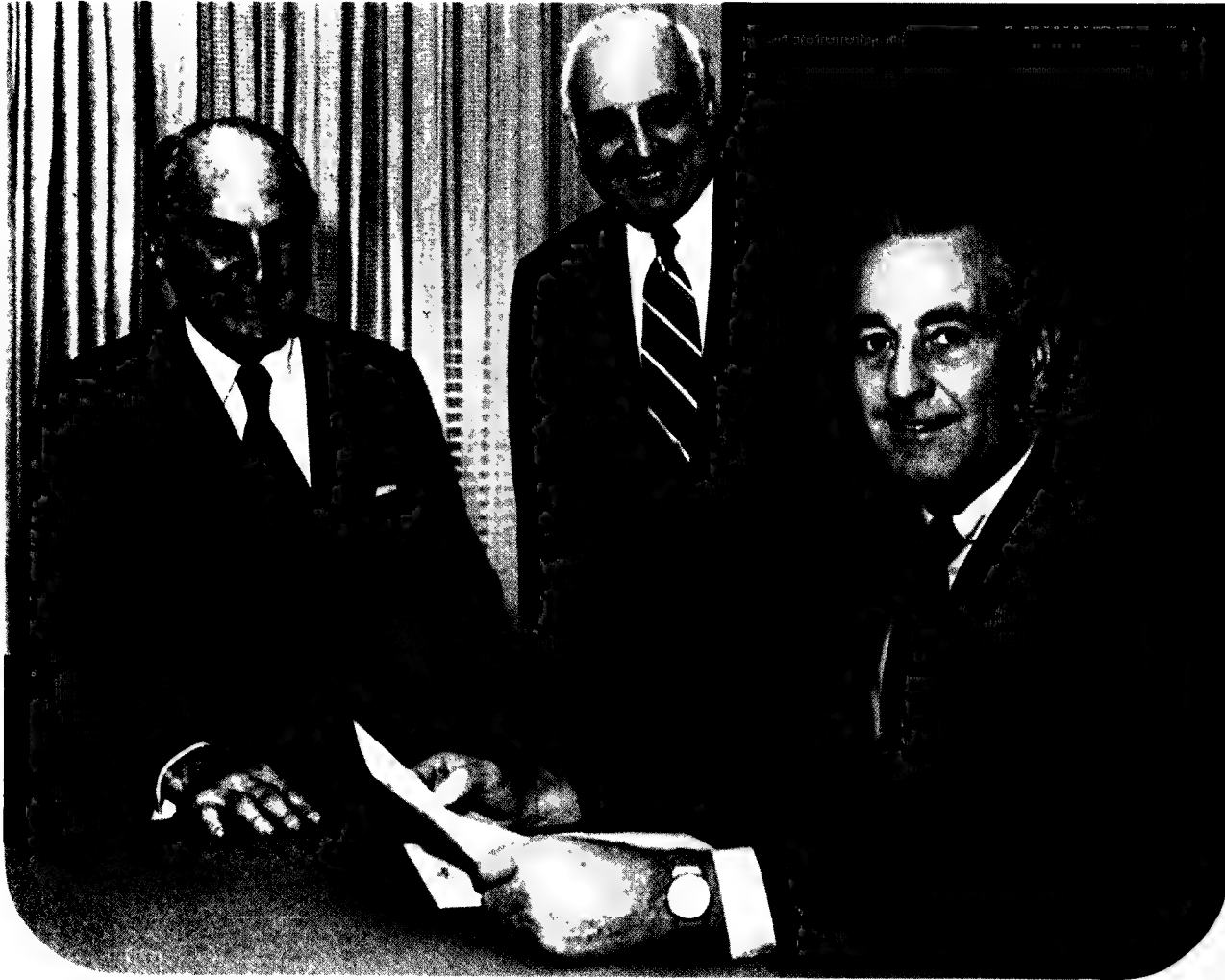


Plans call for beginning construction on this library in Pleasantville during 1983. It will house 300,000 volumes, and will include additional office space needed on that campus.

FINANCIAL DEVELOPMENT: Pace is in the midst of the most intensive capital development campaign in its history. The University has sustained a rate of growth and momentum that now requires expanded financial support. Needed facilities, constantly improving salary and benefits for faculty and staff, higher levels of student aid, and research and experimentation demand funding sources far beyond the capacities of tuition and normal operating income to sustain.

The key to carrying out these broad visions of service is endowment. It will be necessary to increase endowment by an average of at least \$1.5 million per year for the next ten years! Pace is extremely fortunate to have enlisted the help of the public-spirited leaders named on the next two pages. They have joined the Campaign Leadership Committee in order to help Pace University to finance its vision of still greater service to an expanding constituency.

Campaign Leadership Committee



DR. CHARLES H. DYSON, Chairman of the Pace Trustee Development Committee and Chairman of the Board of The Dyson-Kissner Corporation (left). DR. EDWARD J. MORTOLA, President, Pace University

(middle). MR. JOHN F. MCGILLICUDDY, Chairman and Chief Executive Officer of Manufacturers Hanover Corporation and Chairman of the Pace University Development Fund (right).

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